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W O R K

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market-place, or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
"This is my work; my blessing, not my doom;
"Of all who live, I am the only one by whom
"This work can best be done in the right way."

Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the labouring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.

—Henry Van Dyke

Editorial

ARTHUR HENRY CHAMBERLAIN.

Are our public schools on the high road to perdition? Is education out of step with the social and economic progress of the time? Are

CRITICISM teachers incompetent, superintendents mere politicians, school boards dishonest? Are courses of study antiquated and teaching methods moth-eaten?

vs. Are our elementary schools conducted solely in the interest of those

CORRECTION who are to go to high school? Are our universities and higher institutions of learning still dominating the high school, and dictating as to text books, requirements for graduation and personnel of the teaching body? If the public school is today in this predicament then indeed are the times "out of joint," and our educational system in sad and sorry plight. What, then, is the situation; what the remedy?

Month after month there come to the editor's table educational magazines, general periodicals and newspapers, carrying one long continuous wail of the weaknesses, the shortcomings, the crimes, the heresies of modern education. A gloom as of night pervades our editorial sanctum. The tales that are told through the columns of the press and the word pictures painted from many a "yellowcutionary" platform are startling if true. Surely in another decade we shall all become pessimistic, discouraged, disheartened, and take to the tall timber, leaving the schools in the hands of those who see only failure and ruin for those who continue through and beyond the grades; and ruin and failure for those who, at the first opportunity "side-step" and go to do battle in the world of men and things.

UNSATISFACTORY CONDITIONS UNDERGOING IMPROVEMENT.

The truth is it has become fashionable to growl at the shortcomings of our school system. This magazine has done its share, and no doubt will continue so to do. Our criticisms, we trust, will always be made in a spirit of helpfulness rather than of hindrance to progress. We have, in the past, said some hard things touching the "unrealness" of present day education, and we have no apologies or detractions to make. Our educational scheme is inadequate, our methods less than perfect, our equipments not of the best, our standards for teachers not all that could be hoped. Even so, have our economic and social, our industrial and commercial institutions reached that high plane of efficiency where no further progress is possible? And let it be remembered that it is only recently that society

in general has come to believe in efficiency. Frequently the principle of efficiency in organization and administration has first been worked out in education and has later found application in local, municipal or state institutions.

Those who today are making loudest outcry against present day education are not fully alive to the tremendous accomplishments educational-wise of the past few years. Then, too, those who complain loudest frequently contribute least toward the betterment of undesirable conditions. Did they study carefully the landmarks of history they would observe that lasting changes are brought about slowly and by degrees. We must not be complacent or self-satisfied. Every thinking member of the teaching profession knows full well that there are many weaknesses in our schools. Many of our teachers and administrators the country over are striving to better the conditions. Little by little, courses of study are being modified to meet the needs of the individual boy and girl. Slowly but surely the standards of teaching are being raised; teachers are touching elbows with life, and what was once a craft is coming to be a profession. Education today is a science, teaching an art. Methods are more modern than they formerly were, school books are more interesting and less slavishly followed, equipments more varied and valuable, and politics and corruption less frequent. The school reaches a larger percentage of pupils than ever before and the school life of individuals is greater. Criticise as you will the school of today, there was never a time since the dawn of civilization when education was so far reaching and the school so efficient.

EDUCATION AT PAR AND ABOVE.

Is the primary school conducted only in the interest of those who go into the high school? What of the courses in the grades in applied art and design, in industrial work, in home economics, in physical education, in hygiene and health studies, in agriculture, in moral and humane training, in world peace movements, in literary appreciation, in music, in biography, in self-government, in social service, and in geography, history, commerce, travel through the stereopticon and moving picture? And all over the land there are universities gladly according recognition for any high school subject successfully completed. More than this, it must not be forgotten that the efficiency of a system of education depends not alone

upon meeting the needs of the individual boy and girl. It is conditioned as well upon the total number reached, whatever the length of time the participants may remain under instruction.

Desraeli wisely said that it is "easier to criticise than to correct." It does not require genius to tear down. The school today is crying aloud for builders,—those who can construct upon an already well-laid foundation, a superstructure that shall be sane and sound. Teachers need to be heartened, not dismayed. Let the voice and pen of the calamity howler be used to encourage and uplift. Let no one dare criticise and destroy, only as a substitute is offered; one better adapted to meet the demands of a developing people.

THE CALL FOR CONSTRUCTIONISTS.

The school needs men and women who are *not* satisfied with present conditions. It needs those with moral stamina who are not afraid to cry out against existing evils. It needs at the same time men and women who are not blind to the accomplishments of present day education and who with clear vision, broad outlook and large optimism are ready to make onward for a more efficient school. It needs men and women sufficiently brave and progressive to acknowledge the good in the educational system of yesterday and to work toward an improved tomorrow. It needs men and women who can hitch the curriculum to the community, can make of the school room a work shop, and bring factory and forge and office into close communion with the home and the school.

Such are the men and women we need. Such are the demands we make for a more efficient school. Men and women to produce such a school must be as ready to praise as to blame; must construct, not destroy. Where they tear down they must build again. And if from the leaders there is not forthcoming that help and inspiration to lead us out of bondage, to whom shall we turn?

The experiment just tried with such marked success at Fresno is only another proof of the advisability of uniting all available interests toward a common educational end. A real school exhibit was conducted at the annual county fair, and visitors actually saw boys and girls at work in the various shops and rooms. How about a further step in this direction now that a beginning has been made?

THE COUNTY FAIR.

It is not enough that the teachers of a county meet in annual session and consider problems of interest to the schools. The tax-payers and parents should profit by these discussions as well. Why should not each county hold an annual fair? Live stock, poultry, fruits, vegetables, grains, flowers, farm and home appliances on exhibition will draw the inhabitants of the county to a common center. Here also methods of budding and grafting may be illustrated, the packing of fruits, making of butter, and many of the common industries and pursuits. The modern school is interesting itself in improved methods, in larger crops, more intensive farming, better sanitation, pleasing home surroundings. In consequence the teachers and pupils need to co-operate with the community and to profit by these exhibits, just as the layman needs to touch elbows with the school interests.

FESTIVALS AND EXHIBITS.

The teachers' institute may be held at the same time and place as the county fair. Exhibits from the schools, the county over, may be installed. More than this, classes representing the different grades in school and the various school subjects, may be in actual operation. Proper organization will obviate any hardships on the part of any particular teacher or class. In no other way can the people see as clearly what their schools are seeking to accomplish. Then, too, the pupils may engage in games, sports and various activities in the line of gymnastics and athletics. There may be musical festivals and choruses, folk dances, debates and oratorical contests.

TEACHERS' AND TRUSTEES' INSTITUTES

The teachers' meetings may be of such a nature as to attract the general public. Indeed, the trustees' meetings may also be held at this time. The point of view of the farmer, the merchant, the manufacturer may be passed over to the teacher; the latter may give to the laymen a comprehensive view of the school life through lecture and exhibit and actual work of pupils; and the pupils themselves will see most clearly the relation that school should bear to the world of men and things.

RESULTS FROM CO-OPERATION

School agriculture and gardening would take a new lease on life did the pupils know that their products were to be exhibited side by side

with those of the farm and garden. Parents would appreciate the necessity for bond issues, for improved equipment, for expert service in schools. Through competition, comparison, criticism, encouragement, suggestion, such co-operative plan and union of interests could result only in improvement and a better understanding of existing conditions. Some county should try the plan.

Text books are tools. Too many teachers give undue emphasis to the value of the book. They teach the book, not the boy. Moreover, many teachers say they are most successful TEXT BOOKS AS TOOLS with the book they studied when in school. They forget that books go out of date and their usefulness passes. With some teachers, the pupil knows his lesson if he knows what the book says about it. "What does your author say" is a phrase frequently employed. Of late years much criticism has attached to the teacher who asks questions from the book, refers to it for the answers, and assigns lessons by pages and paragraphs.

To this matter, however, there is another side. Bookmaking is not what it used to be. Books are more accurate, more interesting, and contain a wiser selection of material than formerly. The text should not be followed slavishly, but as a guide and a magnet, it is of inestimable value in the hands of a good teacher; and with the young, the inexperienced, the incompetent teacher the text book is indispensable. The text book maker knows much more of the technique of his subject and the proper method and order of presentation than does the average teacher who has made a general study of many subjects. To cut ones self off from the book is, many times, to wilfully throw ones self adrift. The course of study should be elastic and flexible, not hard and fast. However, the necessary definiteness in purpose makes a course of study advisable, and a text is the best guide for many a teacher. To use a text does not argue the user either ignorant or weak.

Even in the so-called special subjects the same point holds. In music, physical culture, hygiene and sanitation, art and design, industrial work, agriculture, good books are exceedingly helpful. They are suggestive, they conserve time, they broaden the view and they oftentimes keep both teacher and pupil from wandering afield. Text books, if used wisely, are of tremendous value in effective teaching.

SOME FACTS AND FIGURES CONCERNING SOME COLLEGE FRESHMEN

ERNEST W. PONZER.

Stanford University.

The department of applied mathematics at Stanford University has for a number of years kept a card catalogue record of the grades made by all the students registered in courses offered by the various instructors in the department. To this record there has been added during the last three years a record of the instruction of the students in the preparatory mathematics offered by the secondary schools from which they entered the university. This information was filed on a second set of cards filled out carefully by the students themselves soon after entering the university.

The object of this paper is to make a study of these combined records and to point out some correlations which seem to exist. The secondary school record is taken as filed by the students while the university record is taken from the reports handed in each semester by the various instructors in charge of the sections. Only the work of the freshmen year is considered; for it is during that year that the student shows clearly how thorough his secondary preparation has been. It is the year in which a heterogeneous mass of high school students is being welded into a homogeneous body according to the ideals of the department in charge. At least the student himself at the end of his first year—if not before—will consider himself a full-fledged college man no longer responsible to the high school from which he came.

During the last three years the distribution, reduced to per cents., of all students registered in Applied Mathematics—the work of the first year—on the basis of the kind of school from which they entered was as follows:

No. High School	Private Schools	Military Academies	California High Schools	High Schools Other States
Per cent	0.9	3.0	3.3	71.2

The number of students during these three years was sufficiently large to represent the general condition of affairs existing regularly in the freshmen sections of applied mathematics. All presented credits in algebra, plane and solid geometry, and plane Trigonometry. Furthermore, they were required to present "recommending grades," which meant a considerably higher grade than the "passing grade."

In the course of the study of the performances of the students in App. Math. 1 it was soon found that those entering from private schools

and military academies were in a class by themselves, as will be shown later, and should not be included in a study of high school conditions as they exist in California today.

The distribution of instruction in mathematics throughout the four years of the high school course as given by the 71.2 per cent. which entered from California high schools is as follows:

ALGEBRA

Year Studied	1	2	3	1, 2	1, 3	1, 4	2, 3	2, 4	1, 2, 3	1, 2, 4	1, 3, 4
Per Cent.....	8.9	1.7	0	28.4	26.8	18.7	1.3	0	2.1	3.8	8.1

GEOMETRY

Year Studied	2	3	4	1, 2	2, 3	2, 4	3, 4	2, 3, 4
Per Cent.....	2.1	1.7	0.4	0.4	36.2	26.0	29.8	3.4

TRIGONOMETRY

Year Studied.....	3	4
Per Cent.....	19.6	80.4*

These figures give a good estimate of conditions as they exist today in the high schools of the state. As far as the course of study is concerned it might be said that it is in advance of the average of the country if the time given to mathematics is taken as a criterion.

Let us now consider the performances of these students properly registered in their first year's work in the mathematics (App. Math. 1) required for engineering students.

Applied Math. 1 calls first for a rapid review of algebra to test the student's present ability to pursue the course. During the last three years this review has extended in each case over a period of three weeks. An examination was given at the close of the review. Those showing deficient preparation were not permitted to continue the course. This review was followed by more advanced work in algebra, a rapid review of trigonometry, and during the greater part of the second semester by a course in the analytic geometry. Of course, it is unnecessary to state that special emphasis was placed throughout on fundamental principles and on those methods which are of first importance in the mathematical training of an engineering student.

It might be supposed that since all had entered with "recommending grades" that none should show deficient preparation. Such, however, was not the case; for the record shows that 10.1 per cent were "eliminated," that is, dropped at the end of the three weeks' review in preparatory algebra. This average was about the same in each of the three years.

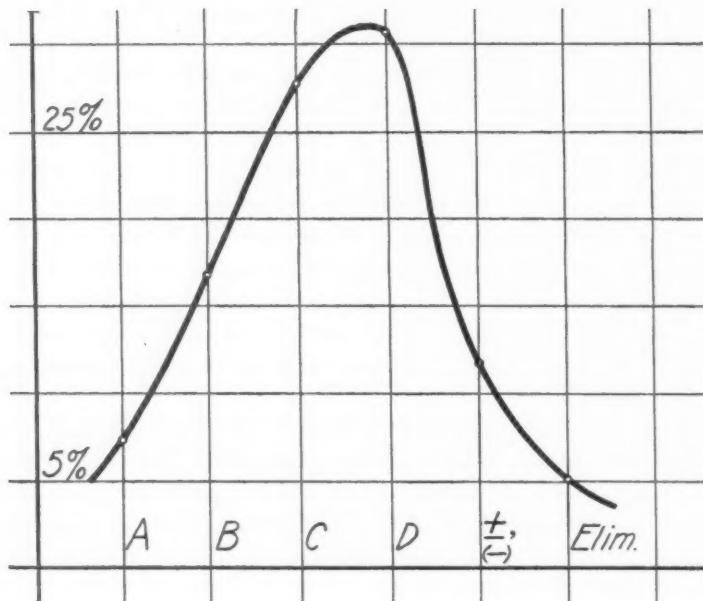
*This includes a few who took trigonometry at Stanford before taking App. Math. 1.

The students dropped were, undoubtedly, poorly prepared, and would surely have failed to carry the course. Among the number were three who, on entering the same course the next year, were again similarly dropped.

The grades given in the university are A, B, C, D—passing grades, +—condition, and (—) —failure. To these, as stated above, the department has added the grade which the students themselves have designated as "eliminated"—Elim. The following table gives the per cents of these grades made by the App. Math. 1 students of the past three years. Each student who passed a year's work added two grades to the total—one for each semester:

GRADES—TOTALS						
Grades	A	B	C	D	+	(—)
Per Cent.....	7.4	16.9	27.8	30.9	6.2	5.7

When plotted these results give the following distribution curve which should satisfy even the strongest advocates of the scientific distribution of grades. The curve would be still more nearly symmetrical if the grades



+, (—), and *Elim.* were properly weighted, as perhaps they should be; since, when (—) or *Elim.* are given the first semester there is no possibility of any grade being added the second semester. This will also be noticed from the fact that the 5.1 per cent marked *Elim.* accounted for 10.1 per cent of students registered.

It has been stated above that the private schools and military academies sent students who are in a class by themselves. The truth of this statement will be seen on comparing the following table for these two types with the one for the students as a whole:

PRIVATE SCHOOLS AND MILITARY ACADEMIES

Grades	A	B	C	D	+	(—)	Elim.
Per Cent.....	2.4	2.4	16.7	38.1	7.1	11.9	21.4

A comparison of the records of students from the California high schools with those of the high schools outside the state is made in the following table in per cents:

	A	B	C	D	+	(—)	Elim.
California High Schools.....	7.4	17.5	27.2	32.0	6.7	5.3	4.0
High Schools Outside State.....	7.9	20.0	34.2	24.2	3.6	5.7	4.3

From this it will be noted that the schools outside the state have a slightly better record than those of the state. No explanation is attempted here except that we assume a close correlation between the thoroughness of preparation and the university record for the first year.

We are not pot-shooting for reform, simply stating a few facts as they exist; but, if we were, we surely would elaborate in detail—with verbal embellishments—on the following comparative record of two high schools in the same city of the state from each of which the same number of students entered during the three years under consideration:

	A	B	C	D	+	(—)	Elim.
High School No. 1.....	12.1	24.2	18.2	39.4	6.1	0	0
High School No. 2.....	5.9	11.8	14.7	50.0	2.9	5.9	8.8

And similar comparisons could be made at length. We show these to the eye in one of the offices of the department by placing at the proper cities on mounted state maps of generous size, one for each year, pins with differently colored heads corresponding to the grades made by the students from the high school of that city. These maps are consulted freely by the students and much pride is felt in the high school when year after year it presents a record such as shown by School No. 1 mentioned above.

Perhaps it might be suggested by the high school instructors that the problem is settled from their standpoint when the stamp is on the student's

diploma; and yet, looking at it from another angle, it would seem that it is a big drop from a "recommending grade" stamped in June to an "eliminating" grade stamped the following September, and both made by the same student. But, as stated above, we are not out gunning for reforms. We simply recommend a further co-operation between high school and university, and make the suggestion that the plan which the Chicago schools are putting in operation will be worth while and help solve the difficulties attending the accrediting of high schools. The records of the graduates of their high schools, as made at the various universities interested during their first year, are kept on file and measures of reform are initiated at home—where they should be started—when necessary. And above all, we have a great faith in the ultimate success of all conscientious labor wisely directed.

THE WORK OF THE CALIFORNIA TEACHERS' ASSOCIATION FOR THE CURRENT YEAR

MARK KEPPEL
President

It seems to me that the efforts of the California Teachers' Association should be centered upon an attempt to secure an adequate teachers' retirement salary law, for the whole State of California.

This law cannot be obtained unless the teaching body of California unitedly works for its success.

There may be a few members of the Teachers' Association who do not see the need for such a law, but if they will take counsel of the future they cannot fail to grasp the absolute necessity for such a law. Those teachers who are young and capable now will grow old and incapable in the long years that are to come, and they will have given the very best that they have in the service of the State, at an inadequate salary, and will find themselves in their old age without money and in a pitiable condition as regards self-support.

Why not now work unitedly for the passage of a law which will provide adequate retirement salaries, and thus remove the haunting terror of old age from the teaching body of California.

REPORT OF THE COMMITTEE ON READJUSTMENT OF COURSES OF STUDY AND CERTIFICATION OF TEACHERS

PART II.

THE CERTIFICATION OF TEACHERS.

In the interest of state-wide efficiency of various kinds the development of school administration the country over has been and is toward centralization of authority in state agencies. As far as the certification of teachers is concerned, eighteen states have within the past six years passed legislation that produced this effect. In seventeen states practically the entire certificating power has been conferred upon state officers. In several of these states, indeed, centralization, it would seem, has been carried to an extreme. Only seven states* remain in which county officers may examine any certificate without state oversight.

California is one of the seven, thanks to the reactionary constitution of 1879. In California each county still exercises what are now generally known to be state functions. Fortunately, the centralizing tendency has been operative here as elsewhere. Combined with a growing state consciousness and a fine spirit of co-operation in educational matters, it has resulted in general laws designed to develop and maintain progressively high state standards. Contrary to what might have been expected in 1879, California has at present the highest certification requirements of all the states, and is the least exclusive as to the recognition of credentials.

In time California will doubtless follow other progressive states in doing away with county examinations and county certification. But changes in the constitution with this end in view, should, it would seem, be made a feature of a general revision of the Constitution, and school laws. As long as the Legislature may, under the present Constitution, define and prescribe standards or authorize state authorities to do so, our anomalous system of divided powers and distributed functions is annoying rather than fatal.

On the supposition, then, that the present system of certification will remain essentially unaltered for some time to come, your committee presents the following recommendations and conclusions.

I. *County Examinations.* The committee is not prepared to urge the abolition of county examinations, but recommends the addition of a subsection to section 1521 of the Political Code, which defines the powers

*California, Pennsylvania, Maryland, North Carolina, Tennessee, Illinois and Wisconsin.

and duties of the State Board, this sub-section to read substantially as follows:

To define and to prescribe by general rules, in the interest of a minimum state standard of professional efficiency, the general character of the examinations provided for in Section 1772 of the Political Code and the minimum of proficiency, in kind and degree, necessary for the passing of such examinations.

To summarize the reasons:

1. It seems contrary to the spirit of democratic institutions not to maintain opportunities for proving competency, however acquired.
2. On account of the diversity of conditions in this State, it seems wiser to improve county examinations, where still needed, than to discontinue them entirely.
3. The evils of county examinations are not due so much to the incompetency of county boards as to the absence of a common state standard.
4. A minimum state standard would not prevent, but would rather encourage the raising of county standards beyond minimum requirements.

II. *Special Certificates.* The committee recommends further the addition of another sub-section to section 1521 of the Political Code, the same to read substantially as follows:

To prescribe by general rules the credentials upon which persons may be granted special certificates in drawing, music, physical culture, and commercial, technical or industrial work.

This recommendation rests on such consideration as:

1. In order to give these particular studies their rightful place in our elementary and secondary courses of study, the qualifications of those who teach them must be measured, as far as possible, and as soon as possible, by standards equivalent to those governing regular certification. This statement, to be sure, does not apply to certain types of technical service called for in connection with some of the strictly vocational courses.
2. The problems connected with the adequate teaching of these subjects and with the preparation of teachers are so varied and complex and progress in solving them is so uneven that general laws designed to fix requirements for special certification, would, at the present time, be premature.

CERTIFICATION OF TEACHERS

3. The State Board would seem to be the best state agency for securing uniformity of standard and for developing progressive requirements.

III. *Intermediate High School Certificate.* In view of the changes that are being made in the grouping of the grades of our school system, the committee recommends the establishment of an Intermediate High School Certificate. To meet the present need something like the following should be made a part of section 1521 of the Political Code:

To prescribe by general rule the credentials upon which persons may be granted an Intermediate High School Certificate, which shall entitle the holder thereof to teach in the elementary grades, in the ninth grade, and in the post-graduate grammar grades provided in Section 1779. No credentials shall be prescribed or allowed, unless the same, in the judgment of said board, represent training identical with or equivalent to not less than two full years of college work, in addition to a four-year high school course or its equivalent, and are satisfactory evidence that the holder thereof has had in addition to the said two years of college work or its equivalent a year's training in a recognized normal school or in lieu thereof, has had such other pedagogical preparation, or such teaching experience, or both, as said board may declare to be the equivalent of said normal school training.

IV. *A Supervisory Teachers' Certificate.* The committee believes that the time has come for the establishment of a supervisory teachers' certificate. It submits a tentative draft of a bill designed to provide for such a certificate:

An Act to provide for a supervisory teachers' certificate in the State of California.

The people of the State of California, represented in Senate and Assembly, do enact as follows:

There shall be a new section added to the Political Code, to be known as Section 1777, as follows:

Sec. 1777. Sec. 1. Supervisory certificates shall be granted by County Board of Education, on examination and credentials, as follows:

(1) On Examination. (a) To the holders of valid grammar school or high school teachers' certificates of life diplomas in California, or credentials which would entitle the applicants to such, and who present evidence of having had at least three years of successful experience

as a teacher or supervisory officer in public schools, and who, in addition pass an examination in each of the following professional subjects:

The School Law of California; Classroom Management, with special reference to classroom organization and instruction; the Principles of Educational Theory; School Hygiene, with special reference to the hygiene of the school plant and to the hygiene of instruction; and the theory and practice of School Administration; *Provided*, That County Boards of Education may, in lieu of an examination in any subject, or part of a subject, accept grades, covering equivalent work, obtained by study in a summer or other session of the University of California, or of any other university that shall be declared by the State Board of Education to be of equal rank with the State University.

(b) Such examinations shall be given at the same time as other examinations for teachers' certificates, and the certificates granted to those who pass shall be valid for six years, and renewable. That the examinations may be somewhat uniform throughout the State, it is hereby made the duty of the State Board of Education to designate, from time to time, certain books, or an outline of work, or both, in each of the subjects, and upon such the examinations and exemptions from examinations shall be based.

(2) On Credentials. (a) To the holders of valid high school teachers' certificates or credentials for such, when the holder thereof presents satisfactory evidence of having completed, in the State University or in any other university, declared by the State Board to be of equivalent rank with the State University, courses covering the subjects required for a supervisory certificate on examination, and presents, in addition, satisfactory evidence of having had at least two years of successful experience as a teacher or supervisor in public schools.

(b) Candidates who hold the required certificates or credentials for such, and can present the required evidence as to teaching experience, but who can present only partial credentials as to the completion of the aforesaid courses, may be granted the certificate on passing an examination on each of the subjects not covered by the credentials submitted.

Section 2. Grades of Certificate. Supervisory certificates shall be designated on their face as of grammar or high school grade, according to the kind of teachers' certificate, or credentials for such, which formed the basis of issue of the supervisory certificate, and they shall be valid for teaching or for supervisory work in schools of the proper grade.

Section 3. Requirement of. On and after July 1, 1915, supervisory certificates shall be required of all city and county superintendents of schools, assistant superintendents, supervisory principals, and school-building principals of all schools having four or more teachers; *Provided*, That such certificates shall not be required of any person who held such a position in this state at the time of the passage of this Act, so long as such

LADIES' HOME JOURNAL AND SCHOOLS

person continues to hold the same position, by continuance of term, re-election or reappointment, to which he may have been elected or appointed prior to the first day of July, 1915; and *Provided further*, That a supervisory certificate of high school grade shall not be required for any supervisory position except for the principalship of a school in which the teachers, or a majority of them, shall be required to hold high school certificates.

ALEXIS F. LANGE, Chairman,
WILL C. WOOD,
PERCY F. DAVIDSON,
C. H. COVELL,
FREDERICK LIDDEKE,
ALLISON WARE,
DELIA D. FISH,
FRANK F. BUNKER,
J. A. CRANSTON,

Committee.

THE LADIES' HOME JOURNAL AND THE SCHOOLS BY SAMUAL LEASK.

During recent months the Ladies' Home Journal has published a series of highly sensational attacks on the public school system of the United States. The first article was from the pen of Ella Frances Lynch, this being followed by articles from Frederic Burk of San Francisco, and William McAndrew of New York, all three writers teachers of experience who presumably speak with full knowledge of the subject.

Ella Frances Lynch is evidently conscious of the impression of rash and ill-considered assertion which her article is likely to create, and introduces her charges by remarking that they are made "carefully and deliberately." She charges that the schools use "uniform methods," children being all "absolutely different," that school methods are "absolutely impractical" because the children are taught in classes, the system consequently "absolutely a failure," "grossly stupid" and "genuinely asinine." She finally charges that "the whole system of the elementary public school is keyed absolutely and conducted solely for one aim: To fit the pupil for graduation to the high school." * * *

No one familiar with the subject will deny the superiority of individual or small group instruction to instruction in classes of forty or fifty pupils, but there is an immense practical difficulty involved in multiplying the teaching force of the country by four, or three, or even two. Every

intelligent teacher recognizes that no two children are alike, and bewails the necessity for so much uniformity, but diversity of method and treatment to meet the peculiarities of every individual child involves again an enormous increase in the number of teachers, and a corresponding addition to the taxpayer's burden, which so far he cannot be induced to assume. Meanwhile the educators must do the best they can with the means at their disposal, adopting improved methods as their value is demonstrated, and the necessary means are supplied.

The charge that the course of study in the elementary schools is keyed solely for the aim of fitting pupils for admission to the high school, is, so far as California is concerned, without foundation. Elementary school studies have a distinct value for every child, entirely apart from preparing for admission to the high school. Opinions may differ as to the value of some of the subjects taught, but the selection has been made after much discussion and grave study by teachers of wide experience. * * *

Mr. Burk's criticisms are mainly directed at our state high schools on account of their failure to transform their graduates into walking encyclopedias. He is disappointed because David Harum, Jane Addams, Gifford Pinchot and La Follette have not been included in the course of study. He expects high school graduates to be familiar with all phases of the recent tremendous changes in social life, to have a knowledge of modern scientific and philosophic foundations, to have followed the history of political insurgency, and to be informed regarding all the other problems of modern industry, modern commerce, modern society and modern scholarship of every kind. Languages, history, grammar, mathematics and all such useless pedantic lumber he would "cast as rubbish to the void," concentrating effort exclusively on such subjects as in his opinion have "world use." To carry out his program he would have a state high school commission appointed to whip into line such reactionary boards of education as may still harbor the delusion that some knowledge of the past and its achievements is absolutely essential to a true conception of modern conditions and problems.

Mr. Burk seems to overlook the fact that so-called "practical" subjects are rapidly being taken up by high schools all over the State of California, without the assistance of a commission such as he suggests. He must know that the state university exercises no authority over the high school course beyond securing evidence that the subjects necessary for

matriculation are properly taught. With the studies of students who do not intend to enter the university there is no interference on the part of university examiners. Santa Cruz boys and girls are now being taught carpentry, agriculture, sewing, millinery, cooking, personal and public hygiene, home and public sanitation, bookkeeping, typewriting, stenography, and other subjects that have no relation to preparation for the university. The widest freedom in selecting studies is allowed to every student, and none are either compelled to go to the university or to prepare for it. If they have that ambition any accredited high school will give the necessary instruction, but students may graduate from these high schools with credit who have not taken the so-called university subjects.

Notwithstanding the attention now given to the practical subjects advocated by Mr. Burk taxpayers and parents will resent being compelled to confine high school instruction exclusively to those subjects at the behest of a state commission. The state contributes very little for the support of California high schools and it seems only fair that the people who pay the taxes in the various districts should be allowed, through their local representatives, to have a large voice in determining within certain limits the course of study. Like a majority of the "higher-up" political educators, Mr. Burk is committed to a policy of ironclad uniformity and centralization which seems to be more in the interest of the politicians than of the schools.

It may be wise to impart some knowledge of current events in connection with high school studies, but it is notoriously difficult to judge any movement while it is in process. A hodge-podge of miscellaneous information is not an education and high school students may fairly reserve a knowledge of lesser lights like David Harum, Jane Addams and Gifford Pinchot for the time when they know well the really great names of history and literature. It is safe to say that the great educators of the country and thoughtful people generally do not share Mr. Burk's peculiar ideas regarding educational values, and will regret the attitude he has adopted in his Ladies' Home Journal article.

(The articles referred to in the Ladies' Home Journal have attracted wide attention. The article here given is a portion of two contributions by Mr. Samuel Leask, a prominent merchant and member of the School Board of Santa Cruz. We copy from THE NEWS of Santa Cruz, in whose columns the above appeared.—EDITOR.)

FIRST SEMI-ANNUAL APPORTIONMENT OF STATE SCHOOL FUNDS

Counties.

	Elementary Schools				High Schools	
	Total Daily Attendance June 30, 1912	Average Number of Teachers Allowed on At- tendance June 30, 1912	Total Apor- tion \$250 per Teacher made September	Average Dally Attendance	Total Apor- tion \$250 per Teacher made September	Total Apportion- ment
Alameda	862.00	27,310	\$215,500.00	4,482	\$25,595.54	
Alpine00	34	750.00	.65	1,563.05	
Amador	57.92	1,263	14,480.00	469	3,575.93	
Butte	153.00	3,681	38,250.00	176	2,534.72	
Calaveras	69.87	1,392	17,467.50	99	1,322.03	
Colusa	44.81	924	11,202.50	405	4,917.85	
Contra Costa	150.00	4,437	37,500.00	72	772.84	
Del Norte	20.00	419	5,000.00	94	882.18	
El Dorado	58.96	899	14,740.00	4,482	\$25,595.54	
Fresno	405.29	12,120	101,322.50	1,827	11,160.19	
Glenn	53.00	1,114	13,250.00	126	1,456.22	
Humboldt	181.00	4,489	45,250.00	499	4,140.03	
Imperial	59.00	1,553	14,750.00	253	3,332.41	
Inyo	28.00	611	7,000.00	102	1,336.94	
Kern	171.67	4,325	42,917.50	344	2,539.68	
Kings	82.11	2,382	20,527.50	197	1,809.09	
Lake	46.20	786	11,550.00	85	837.45	
Lassen	39.00	611	9,750.00	54	683.38	
Los Angeles	1,931.43	61,035	482,857.50	11,385	70,278.45	
Madera	49.00	997	12,250.00	82	822.54	
Marin	88.84	2,429	22,210.00	301	2,325.97	
Mariposa	28.14	424	7,035.00	1	1	
Mendocino	160.00	2,979	40,000.00	278	3,871.66	
Merced	95.52	2,423	23,880.00	195	3,044.15	
Modoc	51.00	943	12,750.00	80	1,227.60	
Mono	9.00	118	2,250.00	1	1	
Monterey	128.42	2,813	32,105.00	343	3,779.71	
Napa	87.09	2,083	21,772.50	235	1,997.95	
Nevada	82.00	1,892	20,500.00	218	2,328.46	
Orange	173.57	5,552	43,312.50	1,013	7,109.61	
Placer	81.96	1,992	20,490.00	165	1,650.05	
Plumas	32.00	551	8,000.00	23	554.16	
Riverside	165.49	4,542	41,372.50	827	7,845.19	
Sacramento	246.21	6,968	61,552.50	923	5,832.31	
San Benito	49.46	896	12,365.00	130	1,061.10	
San Bernardino	244.18	7,220	61,045.00	1,215	8,528.55	
San Diego	314.33	8,255	78,582.50	1,279	9,676.63	
San Francisco	1,130.00	35,888	282,500.00	2,436	14,181.92	
San Joaquin	210.13	5,985	52,532.50	641	4,430.77	
San Luis Obispo	126.00	2,735	21,500.00	211	2,293.67	
San Mateo	118.14	3,489	29,535.00	247	2,472.59	
Santa Barbara	119.25	3,119	29,812.50	505	4,169.85	
Santa Clara	326.12	9,962	81,530.00	1,800	12,266.00	
Santa Cruz	118.86	3,132	29,715.00	504	3,749.88	
Shasta	129.00	2,164	32,250.00	177	2,124.69	
Sierra	22.00	433	5,500.00	20	514.40	
Siskiyou	118.00	2,253	29,500.00	158	2,030.26	
Solano	110.78	2,903	27,695.00	431	4,217.07	
Sonoma	254.16	6,337	63,540.00	797	6,451.09	
Stanislaus	149.93	4,380	37,482.50	488	4,915.36	
Sutter	43.00	1,007	10,750.00	61	718.17	
Tehama	87.30	1,652	21,825.00	195	1,799.15	
Trinity	28.00	331	7,000.00	29	559.13	
Tulare	216.99	5,854	54,247.50	934	7,546.98	
Tuolumne	55.00	1,224	13,750.00	140	1,525.80	
Ventura	94.08	2,513	23,520.00	430	4,212.10	
Yolo	71.79	1,720	17,947.50	267	2,571.99	
Yuba	49.00	942	12,250.00	164	1,645.08	
Totals	10,080.00	280,485	\$2,520,000.00	\$8,181	\$284,794.57	

REPRESENTATION IN C. T. A.

Rate per teacher in elementary schools on teacher basis, \$250.00.	
Total number high schools entitled to secure state aid June 30, 1912.....	229
Rate per school on one-third basis.....	\$415.00
Rate per pupil on attendance basis.....	\$ 4.97
Amount apportioned on school basis.....	\$95,035.00
Amount apportioned on attendance basis.....	\$189,759.57

The next apportionment ought to be given about the first of March.

DOES THE COUNCIL OF EDUCATION ADEQUATELY
REPRESENT THE CALIFORNIA TEACHERS'
ASSOCIATION?

MARK KEPPEL

THE California Teachers' Association consists of four sections—the Northern, the Central, the Bay, and the Southern—with a paid membership for 1911-1912 of approximately seven thousand three hundred.

This membership is represented in the Council by the president and secretary of each section, and by an elected representative of each three hundred members, or major fraction of three hundred members as enrolled in each section. In all, thirty-five representatives.

This number, it seems to me, is far too small. It cannot give a truly representative Council. California is an empire in itself, territorially, potentially, and in diversity of interests and needs.

The California Teachers' Association is powerful and has done notable service for educational progress, but it has not reached its maximum of efficiency mainly because it is not thoroughly representative.

The basis of representation does not permit of enough representatives. There should be at least one representative from each county represented in a section even if the county has no more than one member.

There should be a representative from each county for each one hundred or major fraction of one hundred members from such county.

There should also be a member from each of the State Normal Schools and probably a member from the University of California, and from Stanford University. These members should be elected at the annual meetings of the various sections.

If the membership were re-adjusted on this basis we would probably have a Council of one hundred members instead of thirty-five. Such a

Council would be much more nearly representative than the one that now exists.

To secure a Council under such a basis of representation it will be necessary for each of the four sections of the California Teachers' Association to adopt an amendment to Article XI of the By-Laws of the California Teachers' Association.

At the earliest, such an amendment cannot become effective until the four sections have acted favorably thereon. If action be taken during the current school year at the annual meetings it can become effective in April, 1913.

The following amendment is hereby proposed for adoption by each section at their annual meetings during the school year 1912-1913:

ARTICLE XI—REPRESENTATIVES

Each section of this Association shall, at the annual meeting thereof, elect by ballot, representatives each of whom shall be a member of the Association in good standing. The representatives of each section shall consist of the president and secretary thereof, one representative from each of the counties represented in the section, and one representative from each State Normal School in the section, one representative from the University of California and from Stanford University—if such University or Universities be in the section—and in the aggregate, in addition to the president and secretary, there shall be a total representation equal to one representative for each one hundred members, and major fraction of one hundred members enrolled in the particular section of the Association.

Vacancies in the representation of any section shall be filled until the next annual meeting in such manner as the section may direct.

Since each section must agree to a proposed amendment it will follow that if the first section adopts one amendment, and the second section another amendment, that the whole matter will thereby be postponed for a year.

I am therefore respectfully urging that the amendment be acted upon first at the Northern Association meeting in October, and that whatever amendment is adopted at the Northern Association meeting be the amendment which shall be accepted or rejected by the three other sections of the California Teachers' Association.

A WORD TO THE TEACHERS OF CALIFORNIA

By all means renew your membership in the California Teachers' Association. If not now a member, take out a membership. It will cost but One Dollar. It will identify you with the onward educational movement in California. The Association is in four sections—the Northern, Central, Bay and Southern. You can send the fee to and secure the membership from your County or City Superintendent or forward to the Secretary of your Section. The following are the Secretaries of the various sections:

Northern Section, Miss Naomi Baker, Red Bluff.

Central Section, Miss Margaret Sheehy, Merced.

Bay Section, A. J. Cloud, Hotel Manx, San Francisco.

Southern Section, Supt. Mark Keppel, Los Angeles.

USE THE FOLLOWING COUPON

M.....

California.

Enclosed please find One Dollar as membership in the California Teachers' Association for 1913.

Respectfully,

Name

Street, if any

Postoffice

County

THE FARMER'S CREED

The Virginia Journal of Education for July contains the following on the farmers creed:

I believe in clover, I believe in cow peas, I believe in soy beans, and above all, I believe in alfalfa, the queen of forage plants.

I believe in a permanent agriculture, a soil that shall grow richer rather than poorer from year to year.

I believe in hundred bushel corn and in fifty bushel wheat, and I shall not be satisfied with anything less.

I believe that the only good weed is a dead weed, and that a clean farm is as important as a clean conscience.

I believe in the farm boy and in the farm girl, the farmer's best crops and the future's best hope.

I believe in the farm woman, and will do all in my power to make her life easier and happier.

I believe in a country school that prepares for country life, and a country church that teaches its people to love deeply and live honorably.

I believe in community spirit, a pride in home and neighbors, and I will do any part to make my own community the best in the State.

I believe in better roads. I will use the road drag conscientiously whenever opportunity offers, and I will not "soldier" when working out my road tax.

I believe in the farmer, I believe in farm life, I believe in the inspiration of the open country.

I am proud to be a farmer, and I will try earnestly to be worthy of the name.

I believe in honest statements about crop yields and fine cattle and *Standard* measures rather than *mouth* measures.

I believe in a home that reverences God and does not slander a neighbor—a home where there are family prayers, and where the little ones say "Now I lay me down to sleep."

Professor Frederick H. Meyer, director of the California School of Arts and Crafts of Berkeley, has returned from a trip to Europe, where he visited the principal art centers including London, Paris, Munich and Berlin. He went specially to the International Congress of Teachers of Drawing and Art held in Dresden, being the delegate to that body from the Panama-Pacific Exposition. On his return from Europe Mr. Meyer visited art schools, museums and galleries and such high schools as are doing notable work along industrial art lines in New York, Providence, Boston and Chicago.

That there was no lack of interest along the art line on this coast was shown by the fair representation from this state that attended the International Congress. Besides Mr. Meyer there were Miss Catherine Ball, Supervisor of Art of the San Francisco grammar schools; Miss Cora Boone of the Benicia High School, Miss Bertha Newell, formerly of the Oakland High School, Miss May Gearhart, Supervisor of Art of the Los Angeles schools; Miss Myrtle Howell, formerly of the California College in Oakland, and Miss Hazel Hunt of the Santa Barbara High School. The whole American delegation to the Congress numbered about two hundred and fifty persons and showed the awakening interest taken in art and industrial training in this country.

VISITS AFIELD

THE SCHOOLS OF SAN FRANCISCO

In company with Superintendent Alfred Roncovieri and Deputy A. J. Cloud of the school department, we recently spent two most interesting days in the San Francisco schools. There is no city west of New York or Boston where there is such variety in the "steam boat" population or where it is of a more cosmopolitan nature than in San Francisco. Attention will be given here to some of the schools attended chiefly by foreigners.

Italians, 600 of them, in the first three grades, a large proportion of them mere infants with scarce six weeks of school to their credit—these we found at the Cooper school, and under what physical conditions? Quartered upon the crest of a hill in one of the numerous "shacks," or temporary structures, erected after the fire of 1906. As in many other localities, a new and modern building is well under way. These 600 "foreign-Americans" have been transformed. They are neat and tidy, well dressed, and the "shacks" are as clean and sanitary as many an expensive building in a fashionable locality.

AT THE FOOT OF THE LADDER

To be able to read is the first requisite and to this problem Mrs. K. E. Brogan and her corps of teachers at once address themselves. Boys and girls throughout the school are attentive, orderly, and interested. As the beginner can speak or read no word of English, it is important that the undivided attention of each pupil be had constantly. Upon the desks of the entering class are small various colored sticks the size and shape of matches. The teacher is at the blackboard. "Do," says she to the class, "as I do." With chalk she draws a horizontal line and then another, counting until five are drawn. The pupils are required to place their sticks in the same relative position, counting as they proceed. The teacher then adds a series of vertical lines, counting as before. A square is formed, and each pupil must follow closely, correcting his work if need be. Thus little by little is the language learned.

The game of "moving pictures" as played in a first grade class was suggestive. "Walk to the door" wrote the teacher upon the board. Hands were raised and without comment a pupil was designated to follow instructions. When he returned to his desk he read the sentence. "Bring the book," "take my hand," and similar sentences appeared in

turn and the injunctions were followed, and the sentences read. The spirit of these primary grades was delightful.

The reading and expression in the third grade would do credit to a like grade of native-born children. We followed these sons and daughters of Italy to the Hancock school, where are found the upper grammar grades under Miss N. G. Gallagher as principal. Here again the attendance is almost entirely of Italians, the Cooper being the feeder for this school. Pupils are scrupulously clean, and the fine modern building bears no mar or scratch, so jealous are these children of their school home. The reading, the arithmetic and the other subjects were excellently performed. In penmanship the progress made was little short of astounding. In a fifth grade we saw the work of a year ago and then followed step by step the improvement made. With only a moment's warning the class produced penmanship books, performed an exercise or two and then wrote some sentences. Position, speed, legibility and ease in manipulation are religiously watched, and the pupils and teachers thoroughly enjoy the writing periods. A secret of the success is the fact that at all times and in whatever lesson the pupil may be writing, proper position is demanded.

And these children are taught to think upon their feet and to express themselves. "Can these children tell a story?" said we to the teacher of an eighth grade. Turning to the class instantly she asked who would volunteer. At once an Italian girl arose and in clear-cut English and pleasing voice proceeded to relate an incident in her experience. Another gave from memory a selection. The lack of fear or embarrassment showed clearly that between teacher and taught there was that sympathy without which there is no real teaching.

Of exceptional interest is the foreign language teaching in San Francisco. In the Hancock school Miss J. Cereghino, a native-born Italian, has charge of that language. The sixth grade pupils are eager for the work. At the beginning of each lesson there is considerable conversational work. The common articles of food and clothing, every-day acts, and the experiences of pupils furnish a basis for these conversational lessons. Reading is emphasized and a literary appreciation is being secured.

And the music! Have you ever heard the children of San Francisco sing? Without preparation, and on the moment there were

assembled in the large hall, several classes that had not before sung together. Light, popular, catchy music, think you? These children from the Mediterranean where for centuries the best in music has been part and parcel of the warp and woof of the life of this people sang, under direction of Mrs. Mary C. Martini, an old Scotch ballad in a manner to touch the tender chords of sympathy; they gave a selection from an Italian opera in their own language and we were enraptured; they sang our national hymn, ours and theirs now, and as they sang we felt a new patriotism and a renewed loyalty. Those who once hear these children sing will always look forward to a repetition of the experience.

CLIMBING UPWARD

Many of these same Italian children enter the high school. At the Lowell high are nearly 900 young men and women. With every square inch of available space utilized; laboratories, storerooms and janitors' quarters levied upon for recitation purposes; halls used as cloak rooms, there is no commotion or disturbance, no litter, no unpleasantness. The lesson to be learned by a visit to the Lowell high school is that organization and teaching power take higher rank than costly buildings and extensive equipment. It is a school of "atmosphere." Principal Frank Morton and his associates will occupy their new building before the close of the present term.

The new Polytechnic High School is now in course of construction. The "shack" type of building in use since the fire has served temporarily. Many of the shop and recitation classes have moved to the new quarters on the same campus. Somehow students seem to understand the difficulties attendant upon holding school next door to a building under way, and make the best of it. The new building will cost, when fully equipped, \$600,000. It is a fireproof steel and concrete structure, and is supplied with laboratories, shops and studios for both boys and girls. Attention has been given to ventilation, heat, light and floor and blackboard space. This school, of which James Ferguson is principal, should prove a popular place, for San Francisco, with her industry, her commerce, her manufacture, needs just such schools, and just as badly does the culture, the refinement, the professional life need them.

MEETING LIFE CONDITIONS

Space prohibits extended comment. However, San Francisco has a night school of more than passing interest. For years the Humboldt Evening High School has been training the boys and girls of the city. In one room 300 young men, under ten instructors, work nightly at the drafting boards. These young men are graduates of grammar or high school, of normal school or university. They are engaged during the day in the building trades—plumbing, tinning, foundry, pattern making, machinist, carpentry, architecture, etc. In the school they are at work upon practical problems with which they are daily confronted or which they must master in order to make progress in their chosen fields. Many have had the theory and now are applying this knowledge. In every instance the instructor is a man of the trade—one who knows thoroughly the practical side of his business, and who also has teaching power. From 7:15 until 9:15 these boys work, some upon one line, some upon more. Many of them complete here the four years' course, and some return after graduating to pursue advanced work.

The experiences of the principal, J. S. Drew, and of the head of the mechanical department, A. E. Roberts, are most illuminating. The latter, through tact and long association with the manufacturing interests, has obtained the co-operation of the industrial organizations. Finding in the beginning that certain of the shop bosses and those having charge of the apprentices in the trades did not join hands with the school, he told the students to bring to the classroom the problems that puzzled them in the shop. Moreover, he assured the boys that when answers to these problems were not given by those in charge at the shop that this lack of information was due to ignorance on the part of the boss. "For," said Mr. Roberts, "those who know will answer your questions." This, of course, reacted upon the shop and led to a raising of the standards therein.

Discipline is, of course, no problem here. In a sense the selective process is at work. Those who come have a distinct motive, and in the language of Dean Jackman, "The first demand of the mind is for motive." In the practical arithmetic class, the problems considered are not problems of the *book*, but those confronting the student in his daily work. The shorthand, typewriting, English, history and civics—

each lesson has that element of reality in it that makes its appeal to the student. "Short cuts" are used, useless verbiage is dispensed with, the methods of the shop and of common sense are resorted to. To see this earnest, enthusiastic, wage-earning class of boys and girls—yes, and men and women, 1,100 of them, turn its face and direct its efforts toward a real education for real ends in a world of reality is distinctly worth while.

SIGNIFICANT EDUCATIONAL MOVEMENTS

In San Francisco the Free Public Lectures for Adults are doing much to educate the public and to bring the school to the community where it rightly belongs. During October fourteen lectures were given in as many different school buildings, thus reaching all sections of the city. These lectures were given by teachers, university professors, business and professional men and women. Most of these lectures were illustrated with lantern slide or moving picture. This work is under the direction of Dr. Milton E. Blanchard.

There are under construction in the city three high schools—the Polytechnic, the Girls' and Lowell. Several grammar and primary schools are being erected. School gardens and playgrounds are rapidly being made adjuncts of the school system.

Plans for the reorganization of the high school courses of study have so far materialized, under the direction of Deputy Superintendent A. J. Cloud, as to give evidence of a much more efficient curriculum for the future. The new term will witness them in operation. The commercial courses have been increased from two to four years and the lengthened courses are now in force in the commercial school and are well under way in the polytechnic. Taking into account the existing conditions, the attempt has been made to so reorganize the courses as to create a group of cosmopolitan high schools.

From the State Normal in San Francisco come daily thirty students to teach in the public schools from 9 until 12. These practice teachers give their time to the buildings where there are less than eight teachers. They go to (1) schools where the principal teaches a class, thus to relieve the principal; (2) schools where teachers have double grades; (3) schools where the classes are large.

This work by the Normal School students is given in lieu of prac-

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tice work at the school. Two points are insisted upon between Deputy Superintendent T. L. Heaton and President Burk: (1) The student must be helpful to the public school. (2) The school must be helpful to the student.

THE MAKING OF AMERICAN CITIZENS

A tremendous problem confronting President D'Ancona of the Board of Education and Superintendent Roncovieri and his associates, as well as the principals and teachers generally is that of the large foreign population. There are thousands of boys and girls in San Francisco whose fathers and mothers must look across a continent and an ocean to their native land. The Italian, the Russian, the French, the Scandinavian, the Pole, the Slav, the Roumanian, the Greek—each with his differing ideals, home surroundings, and racial and national characteristics must be absorbed into the educational mill and turned out an American citizen in embryo. And the marvelous thing is that this is being done, and so well done. For undoubtedly the school is largely responsible for this transformation, and the educational agencies in San Francisco are doing a noteworthy work in this direction.



The Board of Directors of the Bay Section, C. T. A., met on September 28. President Barthel, Secretary Cloud and Superintendent Frick were appointed a committee to name thirteen members of the advisory council. The president reported that the Bay Section meeting would be held the week of December 30, and that two speakers from the east had been secured: Dr. Henry Suzzello of Columbia University and Henry Turney Bailey of Massachusetts. Among local speakers President Jordan will be prominent. The forenoons will be devoted to department meetings, with general sessions in the afternoons. The evenings will be given over to receptions, banquets and entertainments. The resignation of Director Bunker was accepted, he being permanently absent. Director Miss Horne is absent for one year and she will be accorded leave of absence. President Barthel is an efficient executive and is preparing a program both attractive and valuable.

COUNTY INSTITUTES

DEL NORTE

Superintendent Joseph M. Hamilton called his first teachers' institute to meet in the County High School at Crescent City on the 25th of September to continue in session three days. He had selected for his assistants Dr. Richard Boone of the University of California, Miss Gretchen L. Libby of the educational department of the Fish and Game Committee and Job Wood Jr. of the State Superintendent's office. Many of the teachers and friends of education in the city assisted greatly in contributing in every way they could towards the success of the meeting.

Owing to the few teachers in the county and the difficulty of getting in to that part of the country the institutes do not come often—the last one being held in 1907. The result is every one does his best to make the meeting a success.

Superintendent Hamilton did himself great credit in his kindly manner of presiding and his good advice to his teachers and in making every one feel at home. The school trustees were invited to be present the last day, but no trustees' institute was called. Many of them came and they seemed to get much from the meeting.

In the future this is to be the one great trip of this state—up the coast to Eureka, on to Crescent City, through the great redwoods and the beautiful canyons and then over into Oregon and down the Sacramento canyon to California again.

MONTEREY

From October 14th to 17th Supt. A. J. Hennessy convened his teachers at Salinas. From first to last there was an abounding spirit of enthusiasm, of interest, of serious purpose. The music, conducted by Mrs. Mary Weaver McCaulay, Supervisor of Music, Salinas, Monterey and Pacific Grove, was much more than praiseworthy. The Salinas High School Chorus, the songs by the first and second, and the sixth, seventh and eighth grades, showed proper foundation laying and the work of the Pacific High School Glee Club was very superior. Dr. Margaret Schallenberger spoke on the necessity of a study of conditions in school work and her addresses were characterized for their directness and practicality. Arthur H. Chamberlain considered important high school problems, high school activities, the teaching of Geography, and gave inspirational and illustrated addresses.

Prof. H. A. Adrian spoke of The School Teachers' Crop, The Toil of To-morrow, and upon student government and discipline. Hon.

SIERRA EDUCATIONAL NEWS

Edward Hyatt was present and was given a cordial welcome when he arose to speak. The Folk Dance and Primary Reading were the topics ably presented by Miss Alice O. Hunt.

SAN BENITO

Supt. W. J. Cagney held the County Institute at Hollister during the week of October 14th. As instructors he presented Miss Alice O. Hunt and Prof. H. A. Adrian the first two days of the session, and State Supt. Hyatt, Dr. Margaret Schallenberger and Prof. C. E. Rugh the final days. In addition to general and other meetings, there was an evening lecture by Mr. Adrian upon the subject, A Cabbage with a College Education, listened to by a large audience of teachers and citizens.

SANTA CLARA

The week of October 7 was devoted to the institute, presided over by Superintendent D. T. Bateman. There were six general sessions, an evening of athletic sports and a banquet of high school men in addition to primary and grammar, and high school sections, round tables for teachers and county boards and other professional meetings. There was a wealth of good things offered by President David Starr Jordan and Drs. L. M. Terman and E. B. Krehbiel of Stanford, Profs. E. B. Babcock, C. E. Rugh, S. J. Holmes, and R. S. Hollway, University of California; Director R. G. Aitken of Lick Observatory, L. Woodward, president of Santa Clara Farmers' Union. In addition there were taking part two dozen chairmen of round tables and upward of a hundred teachers and principals in the various schools of the county contributed to the meetings. The calling out of local talent is a matter that may well gain the attention of other counties.

SAN MATEO.

At Redwood City, September 30 to October 2, Superintendent Roy W. Cloud held his institute. A reception and dance marked the first evening. The institute was divided into two sections. As speakers there were Superintendent Cloud, Principal W. L. Glascock, Miss Gretchen L. Libby, Profs. L. M. Terman and C. E. Rugh, Messrs. D. R. Jones, C. N. Shane, Miss Louise G. Daley and Dr. James H. McLaren. Subjects of equal value to teachers of both elementary and secondary schools were discussed.

SISKIYOU

Superintendent W. H. Parker called his teachers' institute to meet on the 3rd of September and to continue three days; the trustees' institute to meet the day following in the County High School at Yreka.

The outside helpers were Maynard Lee Daggy of the University of Washington, Miss Ida M. Fisher of the State Normal School at San Jose, Mrs. Nettie S. Gaines of the Stockton schools, C. K. Studley of the State Normal School at Chico and Job Wood Jr., who remained over to take part in the trustees' meeting.

The first storm of the season lessened the attendance at the trustees' meeting, but still there was a goodly number present and much interest manifested. The teachers' institute seems also to have been a very successful meeting. Superintendent Parker had made every arrangement for both meetings and he should be congratulated for his business management.

NAPA.

Superintendent Margaret M. Melvin called her institute for October 7, 8 and 9, at the new union high school building at St. Helena. There are more than one hundred teachers in the county and a complete and prompt attendance characterized every meeting. Of significance is the fact that only one speaker was announced for each session, thus permitting of closing on time without haste. Assistant Superintendent E. Morris Cox of Oakland, Superintendent Mark Keppel of Los Angeles county, Arthur H. Chamberlain, Miss Gretchen L. Libby and Mrs. Lucia Lowe were the instructors.

At the reception on the first evening a wealth of musical talent was heard. One evening was devoted to an illustrated lecture on "Our Western Wonderlands" by Prof. Chamberlain. An afternoon was given over to an auto ride through the beautiful upper Napa Valley. The work in drawing by Mrs. Lowe and bird study by Miss Libby; the discussion on the beginnings of Pacific civilization by Mr. Cox and the talks on practical school problems by Messrs Keppel and Chamberlain were all well received. Miss Harriet Eddy of the State Library, Mrs. Sharpstein and Principal Meeker spoke of the value of the county library. A strong set of resolutions was prepared by the committee of which Superintendent J. L. Shearer was chairman. Superintendent Melvin has executive ability and educational acumen.

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Say you saw it in the Sierra Educational News

Gleanings

With seventy of the most eminent geographers in the world representing fourteen nations, as visitors to the coast, the study of geography should be given a new impetus in our schools.

J. H. Morse of Imperial county succeeds William J. Beeson as principal of San Jacinto High School.

Miss Blanche Kummer, recently from the east, where she has served with distinction, is to be associated with Miss Nina Dalton in the supervision of grade school music in Oakland.

The Laird & Lee famous Webster's New Dictionaries (six volumes) are attracting favorable attention. These books are brought distinctly down to date. The volumes range in price from 28c to \$5.00.

The third annual conference on the problem of the exceptional child was held October 30-31 at the College of the City of New York. The general subject of deliberation was "The Differentiation Between the Difficult and Backward Child, and the Feeble-Minded Child." Hon. P. P. Claxton, U. S. Commissioner of Education presided.

Of school papers "The Sibyl" of the Girls' High School, Riverside, is one of the best. In the commencement number for this year appears "Narcissus" (A Masque), by Miss Kathryn Fertig, '12. This production is quite remarkable and shows great breadth of reading, extraordinary appreciation and literary ability of a high order. The teacher of English is Miss F. G. N. Vanslyck.

No. 4 of the Blue Bulletins has been issued by Superintendent Hyatt. It discusses the small high school, the necessity for teachers to be progressive and other important matters.

At the recent county fair in Fresno the school department, under direction of Superintendent C. L. McLane, made a most unique exhibit. Visitors saw public school pupils actually at work in manual training, sewing, cooking, dairy, art and handicraft and other lines. Instead of looking upon the finished product, the actual operations were displayed to visitors. It is safe to say that the plan will be widely adopted.

In the death of Captain Peter Thomas Riley the state loses an honored citizen and the city of San Francisco one of her tried and true school men. His influence will long be felt in the bay region.

Principal W. L. Glascock of the San Mateo High School has been elected president of the Academic Athletic League to succeed A. J. Cloud, who has served as president for several years.

Teachers who have difficulty with the writing class will find the new **Course for Teachers** by the

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Many of the selections were chosen because particularly suitable for memorizing, a kind of work now required in the best schools.

A considerable number of the poems presented relate to nature and natural objects.

Many of the selections are given because of usefulness in language work.

The illustrations are unusually attractive.

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Say you saw it in the Sierra Educational News

Dr. Victor Staley, head of the classics department, Alameda High, becomes supervising principal at Corona.

The Venice High secures for head of its language department, Charles G. Davis, principal of Esparto High School.

From the principalship of the Morningside District, San Fernando, J. H. Garrison goes to a similar post at Julian.

M. G. Boynton resigns from San Fernando High to spend a year on his ranch near Owens Lake.

Wallace W. Turner succeeds E. W. Hauck at Sutter Union, and the latter will teach mathematics at Claremont High.

On September 21, at Hotel Argonaut, Dr. O. P. Jenkins, before the Scolia Club, made reply to the pedagogical canard regarding the death of Formal Discipline.

The Stanley Rule & Level Company are distributing, to manual training schools and teachers requesting them, blue prints of the Bailey and Red Rock Planes. These blue prints show in detail the construction of the planes and teachers will find them of great value in their classes.

The September meeting of the 1915 Club discussed Current Educational Literature and the Montessori Method. H. D. Brasfield and Dr. R. G. Boone handled these subjects. The work for 1912-1913 will include a study of Current Literature, Educational Exhibits, and a Vocational Survey of the Bay Region.

In the Pasadena High School a printing plant has been installed. All job printing for the school is being done by the pupils and the school paper will be issued from its presses.

From the estate of Mrs. Carrie M. Jones of Los Angeles an endowment of \$100,000 has come to the University of California. The income is to go to young men already qualified for admission who intend to take a complete course.

The salary schedule has been increased in Pasadena. The maximum will be \$1600 for high and \$1200 for grammar school teachers. Kindergarten teachers receive a maximum of \$780 and directors \$900.

A boys' workshop outside the main building is a new feature this year at the Oxnard High School, Herbert Lee, principal. The circular saw, band saw, and jointer has each its own motor, and other facilities help much. R. H. Thurmond is in charge of the department. For the girls, cooking, sewing, and household chemistry have been started with Miss Louise C. Christiansen as instructor.

Orations, debates, essays, etc., written to order. Manuscripts revised and reconstructed. Outlines furnished. Particulars for stamp. P. A. MILLER'S LITERARY AGENCY, 211 Reisinger Avenue, Dayton, Ohio.

Open Letter No. II

To Primary Teachers, Supervisors and Superintendents:

There is so much interest in California being shown in the Talbert "Expression Primer" worked out in one of the Berkeley Schools that we must write you just a word about the book so that those who possibly can do so will buy a set for their little tots in the first grade.

After years of successful work in teaching beginners to read, Miss Talbert, the author, came to the conclusion that much valuable time is being wasted; 1st, by teachers who are compelled to use the over-worked phonic methods and allow beginners to spend hours acquiring numberless phonograms that are forgotten before practical use can be made of them; 2nd, by the teacher who attempts the teaching of reading through the cumulative story.

With these thoughts in mind, the author of the "Expression Primer" made a study of some twenty or more Primers and First Readers and found over two hundred usable words common to most of these books. These two hundred words were taken as sight or stock words and were used in stories full of action and life.

The child loves *To Do, To Be, To Tell*, and no matter how crude and elemental his dramatization may be the first few months of school, you know he lives and grows and develops best under conditions that are in accordance with his normal active life.

That power might be gained in word recognition, a simple, carefully graded system of phonics was gradually introduced to be of immediate help to him in word recognition.

Going over these twenty books again, the author found a limited number of phonograms which would give this help, and took only those on which the child could build at least four or five usable words. These simple phonetic drills distributed through the book gradually and given in the form of games, in no way dampen the child's enthusiasm for the reading work.

With the carefully graded sight words and with the usable words built from the phonograms, the child has a vocabulary of over eight hundred words, though his memory is taxed with but about two new words a day or two hundred in all.

The book is beautifully illustrated in color by Lucy Fitch Perkins.

To any primary teacher who orders from us a set of ten copies or more, a desk copy of the book will be given *free of charge*. Copies will be sent on approval to those who refer to this letter in ordering.

GINN & COMPANY
Publishers
717 Market Street, San Francisco

Say you saw it in the Sierra Educational News

Hon. L. R. Alderman, Superintendent of Public Instruction of Oregon, was seriously injured on October 8th while riding a motorcycle. Mr. Alderman was attending a series of county institutes through southern and eastern Oregon. His left foot struck a projecting rock and the blow broke the fibula just below the ankle and the tibia just at the ankle joint. The other lecturers were following in the automobile. Mr. E. F. Carleton, Assistant Superintendent, brought Mr. Alderman to San Francisco via Reno and placed him in the hospital. Mr. Alderman has so far recovered as to return to Oregon.

Attention is called to Open Letter No. II, on page 670 of this issue. Primary teachers, supervisors and superintendents will be interested.

The new St. Helena Union High School is a splendid building of local stone and concrete, costing, with grounds and equipment, \$45,000. The site consists of fifteen acres. Principal Meeker is to be congratulated on the progress he has made at St. Helena.

Superintendent J. E. Buchman of Tulare county held a trustees' meeting at Visalia on October 5. Many problems of local interest were discussed and great interest was manifested.

President Luella Clay Carson of Mills College delivered an address of congratulation on the occasion of the seventy-fifth anniversary of the founding of Mount Holyoke College. The exercises were held at Mount Holyoke October 8 and 9. Dr. Carson was a special guest of the college.

On Friday, October 4, there was a meeting of San Francisco teachers to hear the report of the committee elected by the school department to prepare a plan for a flat rate pension bill. Action on the report, as presented by Miss Agnes E. Regan, chairman, was postponed for two weeks, until the report could be printed and distributed.

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Old Time Tales, by Kate F. Oswell, Grade 4
When We Were Wee, by Martha Young, Grades 4-5
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Dr. Samuel M. Crothers, D. D., essayist lecturer and the noted divine who is pastor of President Elliott's church at Cambridge, will deliver the second series of lectures under the West foundation on immortality at Stanford University in the early part of December.

Twenty men have signified their intention of taking up the course of training for boy scout masters at Stanford University. President Jordan, who is vice-president of the National Council of Boy Scouts of America, will give them his time and attention.

William H. Smiley, for many years principal of the East Denver High School, succeeds Charles E. Chadsey as Superintendent at Denver. Mr. Smiley is an educator of ability and his appointment is merited.

Word comes from Minnesota that the work of Dr. E. B. Hoag in organizing and promoting health supervision of school children is producing excellent results.

The kindergarten is to find place in the public school system of Berkeley.

Dr. A. E. Winship has been attending a series of institutes through the southern and eastern counties of Oregon. The trip between Klamath Falls, Lakeview, Burns, John Day and Prineville was made by auto in company with other local lecturers. Dr. Winship gave both day and evening lectures in each place and the teachers as well as the general public were delighted and inspired by his presentations.

At the University of Southern California more than 800 students have enrolled in the College of Liberal Arts. The year's grand total in the nine colleges of the university promises to exceed 2500.

Keen interest is shown in the new course in studying the automobile, said to be the first regular university course, for credit, in America.

The appearance this semester of a college daily, called "The Daily Southern Californian," a bright and up-to-date sheet, reflects the student life at the Los Angeles institution as nothing else could.

Alfred Guillou has charge of the work in agriculture, chemistry and higher mathematics at the Hollister High School.

Mrs. Fannie Fern Andrews, secretary of the American School Peace League, is this year lecturing throughout Europe. Her first engagement is at the International Peace Congress at Geneva. Mrs. Andrews is acting also in conjunction with the United States Bureau of Education, being a special collaborator of that office. Her chief mission will be to perfect the plans initiated by the United States Government and the Netherlands Government for the organization of an International Education Conference.

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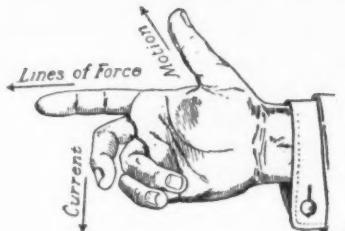
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Say you saw it in the Sierra Educational News

674

On October 26th occurred the inauguration of Dr. Charles H. Keyes as President of Skidmore School of Arts, at Saratoga Springs, N. Y. In the evening a reception was given to President and Mrs. Keyes. Dr. Keyes has a host of warm personal friends on the Pacific Coast and especially in California, where for so many years he was a leading figure in the educational life of the State. To President and Mrs. Keyes and to Skidmore Institute we extend our hearty congratulations.

Secretary Lobdell of the state text book committee is reported as saying that no child below the eighth grade should have studying to do at home. He estimates that nearly \$50,000 will be required to stock the San Francisco schools with free text books.

Mr. James C. Miller, formerly an instructor at Throop Polytechnic Institute has been granted his Ph. D. at Columbia. He becomes principal of the new Provincial Normal School at Camrose, Alberta, Canada.

President John Willis Baer of Occidental College recently paid a visit to the Bay region. Dr. Baer was a member of the committee that met Secretary of the Interior Fisher in the Yosemite, to consider ways and means of transportation to the valley.

The Superintendent of Yolo county, May Dexter-Henshall, has purchased a Ford automobile. She says: "I find I can do twice as much in a day and with less fatigue than when I used a horse and carriage. It is delightful to spend the time with the teacher and pupils instead of upon the road."

Prof. Philip Riley Boone, founder and principal since 1881 of Boone's Academy in Berkeley, passed away at his home on September 30. He was at one time a member of the faculty of the gymnasium school and served for eight years on the Berkeley Board of Education. He was widely known as an educator.

In Oakland the administration of school affairs has been so reorganized as to segregate the business from the professional side. J. W. McClymonds continues as Superintendent of Education, while Assistant Superintendent A. C. Barker becomes business manager. The clerical work will be handled by R. S. B. York, secretary of the Board.

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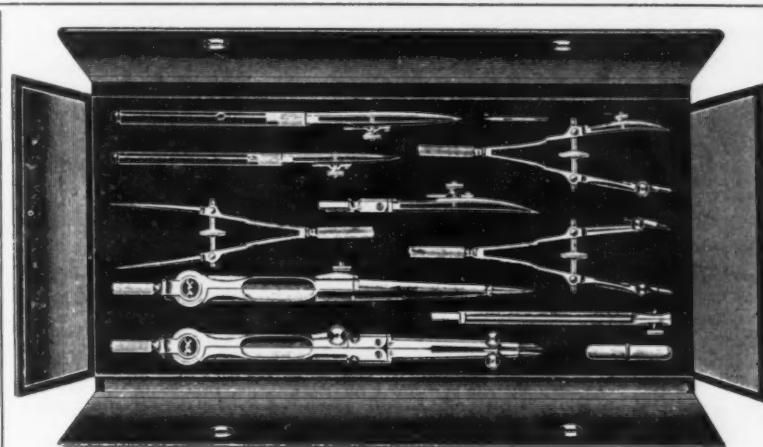
Charles F. Scott

Say you saw it in the Sierra Educational News

F. S. Rittenour leaves the vice-principalship of the Visalia High School to become principal at Calexico, succeeding Principal Theobald, who enters the Los Angeles intermediate department.

On September 27 Professor Paul Boehncke of the Department of German of the State University was married to Miss Faith Boyce. Prof. Boehncke, before coming to the university, where he has been for several years, was Professor of German at Throop Institute, where he served with distinction. Mrs. Boehncke is a well-known writer, her literary and musical work having gained for her considerable notice. The couple will reside at 2610 Russell street, Berkeley.

Among important changes in high school principalships are the following: At Campbell, Irving W. Snow succeeds J. Fred Smith, deceased; G. W. Whaley, who spent last year at Stanford, goes to Antioch; R. W. Broecker goes from Dos Palos to Truckee; Miss Minnie N. Hudson of Orland High succeeds A. L. Briggs at Dunsmuir, who in turn becomes principal at La Grande, succeeding Henry Kerr, who enters the Santa Barbara High School; Major Meredith, who resigns at Elsinore, is succeeded by F. L. Carrier of Riverside; H. O. Hanna of Greeley, Colorado, goes to Hemet; E. W. Locher, who moves from Williams to Maxwell, is succeeded by his assistant, Harry Littleton; Montebello has secured Percy Purviance; A. H. Harris comes from Nevada to Thermo.



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Say you saw it in the Sierra Educational News

The Department of Superintendence meets at Philadelphia February 25-28. Superintendent Dyer of Boston is president. The West should send a good attendance.

The second annual meeting of the National Council of Teachers of English will be held in Chicago November 28.

J. Willis Jefferies, formerly of the Pasadena High School, has been elected teacher of English in the Los Angeles high schools department.

In the death of Prof. Adolph Herbst, San Francisco loses one of her long time educators, he having been principal of the Cosmopolitan Grammar School for thirty-eight years previous to the fire of 1906.

The American School Peace League offers two sets of prizes to be known as the Seabury prizes, for the best essay on one of the following subjects: 1. The Opportunity and Duty of the Schools in the International Peace Movement; open to seniors in normal schools. 2. The Significance of the two Hague Peace Conferences; open to seniors in secondary schools. Three prizes of \$75, \$50 and \$25 will be given for the three best essays in both sets. The contest closes March 1, 1913, and essays are not to exceed 5000 words. Particulars may be had of the secretary of the California Branch, American School Peace League, Mr. Alden H. Abbott, San Jose High School.

Oakland has again demonstrated that efficiency is demanded. Superintendent McClymonds proposes the establishment of a continuation school to be open every day in the year except holidays from 8:30 in the morning until 9:30 at night. The parents of many children are not able financially to keep them in school and fit them for the skilled trades, and the night schools do not meet all demands. Superintendent McClymonds recognizes that it is no longer possible for a young person to learn a trade as formerly. No doubt his recommendation will be approved. Oakland is also to have a lecture bureau, on recommendation of School Director, Miss Annie F. Brown. The bureau committee will consist of Directors Miss Brown, Messrs. Orr and Kelly, Superintendent McClymonds, Principals Wheeler and Rossiter.

On October 12th the School Masters' Club held a meeting and banquet in San Francisco. Dr. A. W. Scott, principal of the Girls' High School, as presiding officer, spoke upon the great advance made in the field of Biology. Addresses were made on Biology in Every Day Life by Prof. Chas. A. Kofoid of the University of California, and Dr. A. A. D'Ancona, president of the San Francisco Board of Education.

Prof. Ralph Benton, recently of the Los Angeles State Normal School, has been appointed associate professor of zoology in the University of Southern California. Prof. Benton is a specialist of wide reputation on bees, and as dean and director of the California School of Apiculture he is contributing largely to the nature-study activities of the Pacific Coast.

The enrollment at the University of California is now over 4700 and is exceeded only by the attendance at Columbia University.

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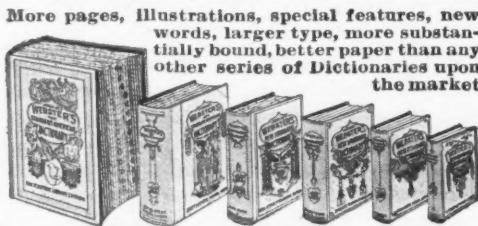
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Our Book Shelf

CHARACTER BUILDING IN SCHOOL. By Jane Brownlee, formerly Principal of Lagrange School, Toledo, Ohio; Author of "A Plan for Child Training." Houghton, Mifflin Co., pp. 268; price \$1.00.

This book by Miss Brownlee is a distinct contribution to the literature of the day touching moral education. The approach to the subject is made in a sane manner and in language plain and simple. The several chapters of the book include the body as a servant and the mind as a servant, a study of the child, and deals with the problems of kindness, self-control, obedience, work, and the like. In the introduction the author writes of the personality of the teacher and brings out clearly the essentials in character as exhibited by the teacher. The purpose of moral training and the method of instruction in the subject are also clearly set forth. Altogether the book should find a place not only in school, but parents may with profit read its pages.

A MANUAL OF SHOEMAKING AND LEATHER AND RUBBER PRODUCTS. By William H. Dooley, Principal of the Lowell Industrial School. Illustrated. Little, Brown & Co., pp. 287.

While many pamphlets and reports have been devoted to a consideration of leather and rubber products, this is one of the first attempts at putting out in book form, a manual covering all phases of shoemaking. Leather and rubber products are taken up in a study reaching from the raw material through the various processes of manipulation and manufacture to the completed product. Leather, its qualities, methods of tanning and preparation, manufacture and repair of different kinds of shoes, the rubber industry and its relation to footwear are all described. The machinery used in the manufacture of shoemaking and a study of the anatomy of the foot help to make of the book a most interesting and instructive volume. The chapters on the history of footwear and on shoemaking in the old days, and the cuts upon the various phases of the text, are all helpful. From an industrial point of view the book will receive consideration.

HART & FELDMAN'S PLANE AND SOLID GEOMETRY. By C. A. Hart, Instructor in Mathematics, Wadleigh High School, New York City, and Daniel D. Feldman, Head of Mathematics Department, Erasmus Hall High School, Brooklyn, N. Y. American Book Co., pp. 496; price \$1.25.

This is a book for secondary schools written by teachers who have had large success in teaching secondary school mathematics. The problems and method employed are such as have been tried and found successful by the authors. Also teachers in their own classes and throughout the country have thoroughly tested the ideals as outlined in the book. Presenting as it does, therefore, the thought of many teachers, this volume brings to the secondary schools a wealth of material that will be found most valuable. Every-day practical work has been aimed at. The student is required to make concrete application. Carefully arranged summaries, historical notes, and rules and formulas add much to the value of the book. For those who wish either the plane geometry or the solid geometry in one volume, the same may be had separately at 80c each.

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CIVICS IN SIMPLE LESSONS FOR FOREIGNERS. By Anna A. Plass, Teacher of English to Foreigners in Day and Evening Schools, Rochester, N. Y. D. C. Heath & Co. Illustrated, pp. 192; price 50c.

This little book presents in interesting story form such lessons as will make their direct appeal to the foreign children who are attempting not only to grasp the English language, but to gain civic ideas. Beginning with the environment of the pupil, the lessons touch the interests and activities of the home, the school, the playground and the street. The purpose of laws and the fundamental principles of our government are in a most interesting fashion gained by the pupil. He proceeds from local units out to a study of the city, the state and the national government and considers the main facts of the history of our country, and the common affairs that should be known by every boy and girl, such as the registration of voters, choosing of government officers, legal requirements for naturalization, etc. The vocabularies in Italian, French, Swedish, German, Polish, Greek, and Yiddish languages are exceedingly valuable.

FIRST BOOK IN GERMAN. By E. W. Bagster-Collins, Associate Prof. of German in Columbia University. Macmillan Co., pp. 342.

The author has made a most successful attempt to develop for classroom use, the principles as set forth in his volume, *The Teaching of German in Secondary Schools*. The author has made an intensive study not only of means and methods in German, but of the textbooks of recent years, in use in both America and foreign countries, and he has drawn to his aid from all possible sources such materials as he considers valuable. For those teachers who desire English sentences for translation, the same have been provided. Throughout the book there is a decided literary cast manifested and the German spirit or "atmosphere" of the text gives the volume a real value in the eyes of the pupil. A matter of more than superficial value is that of the illustrations. The subjects are chosen from scenes in Germany and printed upon excellent paper, and add much to the value of the book. The cuts in the first exercises where the object method is used are a feature well worth while.

PAGEANTS AND PAGEANTRY. By Esther Willard Bates, with an Introduction by Wm. Orr, Deputy Commissioner of Education for Massachusetts. Ginn & Co., pp. 294; price \$1.25.

From kindergarten to university, the play, the festival and dramatization is finding an increasing place. The significance of important personages and historical epochs and an appreciation of the literary masterpiece can be given in no better way than through dramatic work. The author of *Pageants and Pageantry* has made a close study of the interests of children and of the place of dramatization in education, and her selection of material is such as to be of a real value in the schools. In the introduction is given an historical sketch of pageantry and the method of organization and of selection are touched upon. Costuming is made a feature of the book, then follows a Roman pageant, a Medieval pageant and a Colonial pageant. Other chapters deal with a pageant of letters



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and other interesting subjects, and the appendix gives in detail the cost incident to costuming and staging a performance and a rather complete bibliography. The illustrations in sepia are excellent.

THE NEW RELIEF-LIKE WALL MAPS. By Prof. M. Kuhnert and Prof. Dr. Leipold. Rand, McNally & Co.

This is a series of eleven maps, including the world, eastern and western hemispheres, Asia, Africa, North and Central America, South America, Australia and Pacific Ocean, Europe, Germany, South Germany and Palestine. The price on cloth with rollers is \$8.00; on cloth with spring rollers in single case, \$12.00. These maps are extremely good. The highlands shade away from light into the darker plain country and the low river valleys and coastal plains are in greens. The rivers are in black, the political boundary lines in red. The system of shading renders the maps exceedingly clear and distinct and details are readily brought out. Names are not included in the wall maps.

DECORATED MODELS FOR WOOD WORK. Working drawings for 24 models of simple construction that can be made with few tools. By Edmund Ketchum, Director of Drawing, Lexington and Belmont, Mass. Milton Bradley & Co., 14 plates; price per set, 50c.

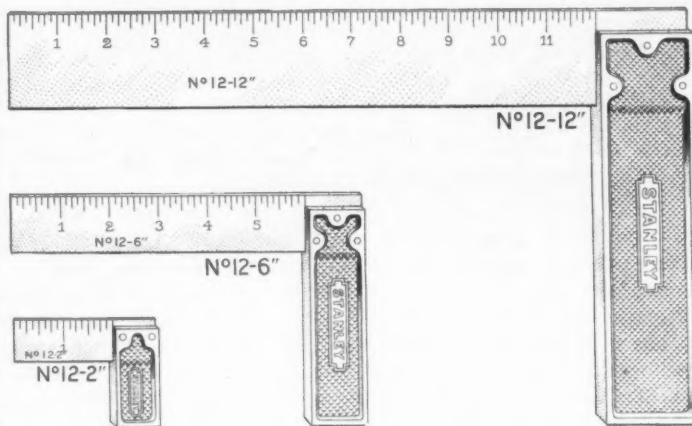
These plates, each bearing a drawing and detailed plans, are well made and exceedingly suggestive. Instructions and directions where necessary accompany the drawing. The projects range from simple bits of construction to serviceable articles of furniture. Constructive and applied design find a place in the work and the student's art ability is drawn upon. Altogether the series is well chosen and timely.

MANUAL ARTS FOR VOCATIONAL ENDS. By Fred D. Crawshaw, Professor of Manual Arts, University of Wisconsin; Author of "Problems in Furniture Making" and "Metal Spinning." The Manual Arts Press, pp. 99; price 85c.

In common with all of Mr. Crawshaw's writings, this little volume is a decided contribution to the literature of industrial and vocational education. Approaching the subject from the industrial point of view the author traces clearly the main factors underlying the various phases of industrial training, the manual arts, etc., and illustrates clearly the principles underlying the various phases of the work and discusses the results which it is hoped to secure in each case. The newer topic of vocational education is dwelt upon and the meaning of vocational guidance is considered.

CICERO'S ORATIONS WITH SELECTIONS FROM THE LETTERS, DE SENETUTE, SALLUST'S BELLUM CATILINAE. Edited with Introduction, Notes, Grammatical Appendix and Prose Composition, by Walter B. Gunnison, Prin. Erasmus Hall High School, Brooklyn, N. Y., and Walter S. Harley, Teacher of Latin, Erasmus Hall High School. Silver, Burdett & Co., pp. 501.

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BOOKS RECEIVED

Ginn & Co.: *La Jeune Siberienne*, by Chas. W. Robson, pp. 138, price 35c. *The Friendship of Nations*, by Lucile Gulliver, pp. 293. *Commercial Geography*, by Albert Perry Brigham, pp. 469, price \$1.30. *The Normal Child and Primary Education*, by Arnold L. Gessell and Beatrice Chandler Gessell, pp. 342, price \$1.25.

D. C. Heath & Co.: *Beginnings in English*, by Frances Lillian Taylor, pp. 128. *Health in Home and Town*, by Bertha Millard Brown, pp. 312.

Houghton, Mifflin Co.: *Poems and Stories*, by Bret Harte, selected and arranged by Chas. Swain Thomas, pp. 110, price 25c. *The Boy and His Gang*, by J. Adams Puffer, pp. 188, price \$1.00.

Macmillan Co.: *Outlines of the History of Education*, by Wm. B. Aspinwall, pp. 185. *The Fairy Book*, by Kate Forrest Oswell, pp. 121. *When We Were Wee*, by Martha Young, pp. 153.

American Book Co.: *Kreuz und Quer, Durch Deutsche Lande*, by Robert Medger and Wilhelm Muller, pp. 260. *The Training of Children*, by John Work Dinsmore, pp. 336.

Silver, Burdett & Co.: *The Progressive Composition Lessons*, by Ida M. Brautigam. Book One: Part I, for third year, 25c; Part II, for fourth year, 25c; complete book, 40c. *Composition and Rhetoric*, by E. E. Clippinger, price \$1.00. *Cicero's Orations*, by W. B. Gunnison and W. S. Harley, pp. 543, price \$1.25. *Biology*, by Herbert W. Conn, price \$1.50.

G. C. Carlisle, Deputy County Superintendent of Kern, becomes principal of the high school at Delano, succeeding C. W. Corey, who assumes a similar position at Escondido.

The new Nevada County High School at Nevada City is nearly ready for occupancy. One of the most noticeable features is the provision made for pure air. Great care having been taken to secure proper ventilation.

The buildings and property of the State Normal at Los Angeles have been sold for \$600,000. The minimum price set by the state was \$500,000. The purchase has been made by a company of bankers who will hold the property in trust until such time as it is taken over by the city.

On October 10-12, the Rice Institute of Houston, Texas, was dedicated. Starting its career upon a financial foundation of \$10,000,000, it is at birth, one of the richest institutions in the world. Addresses were made by representatives of the world's great centers of learning and visitors were present from nearly every foreign nation. President Edgar Odell Lovett, formerly of Princeton, has selected a faculty of the first order. The fall session opened September 26. Rice institute is included in the list of the "big eight" with endowments as follows: Columbia University, \$38,192,000; Leland Stanford Jr., \$30,000,000; University of Chicago, \$26,390,824; Harvard University, \$22,000,000; Cornell University, \$15,411,000; Yale University, \$13,839,000; Rice Institute, \$10,000,000; Northwestern University, \$9,000,000.

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JEPSON (DR. WILLIS L.) The Trees of California. A Working Manual for the Field, with 125 original illustrations. 228 pages, 5¾ in. x 8 in. Buckram, \$2.50 net.

JEPSON (DR. WILLIS L.) A Flora of Western Middle California. Based on original studies and amply provided with keys. 516 pages, 5¾ in. x 8 in. Cloth, \$2.50 net.

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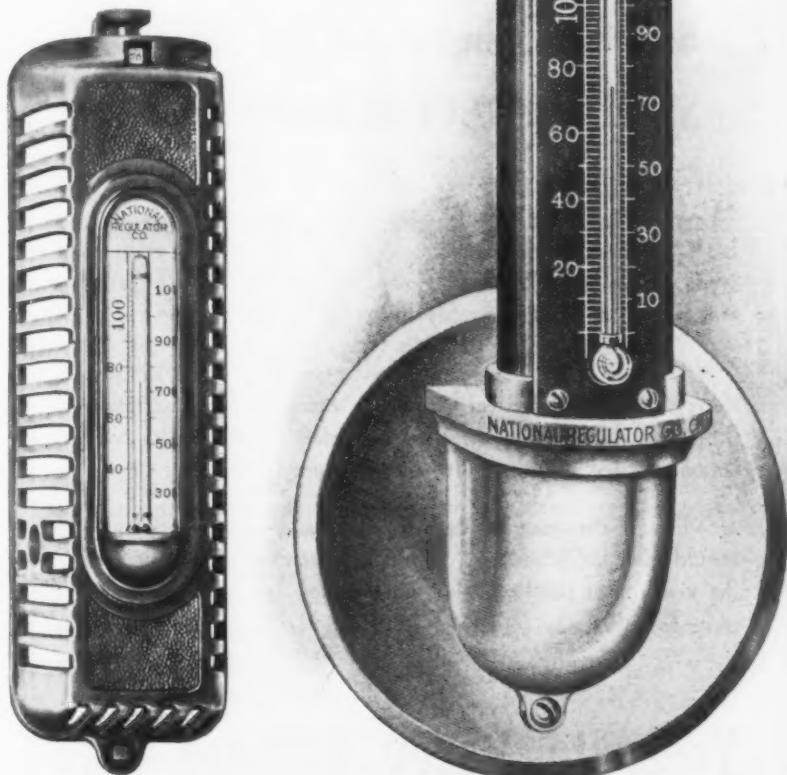
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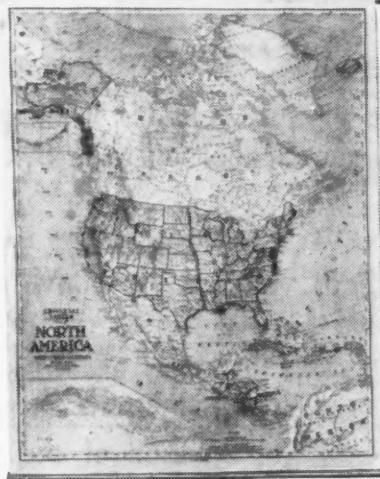
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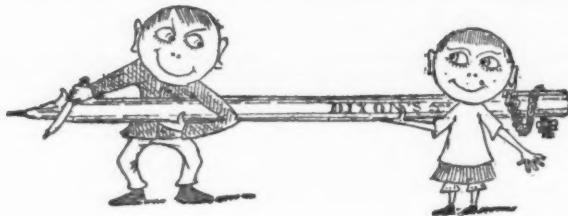
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